OPEN WIDE AND TREK INSIDE		
New Mexico Science Content Standards– Grades 1 & 2		
Grade 1		
Lesson	**Strand and Benchmark**	**Performance Standard**
1, 2, 3, 5	**I – I – I - 1**	Make observations, develop simple questions, and make comparisons of familiar situations (e.g., What does the seed look like when it starts to grow?).
2, 5	**I – I – I - 2**	Describe relationships between objects (e.g., above, next to, below) and predict the results of changing the relationships (e.g., When that block moves, what will happen to the one next to it?).
1, 3	**I – I – II - 1**	Know that simple investigations do not always turn out as planned.
2, 3, 5	**I – I – III - 1**	Use numbers and mathematical language (e.g., "addition" instead of "add to," "subtraction" instead of "take away") to describe phenomena.
1, 4, 5	**II – II – I – 1**	Know that living organisms (e.g., plants, animals) have needs (e.g., water, air, food, sunlight).
1, 2, 4, 5	**II – II– I – 2**	Know that living organisms (e.g., plants, animals) inhabit various environments and have various external features to help them satisfy their needs (e.g., leaves, legs, claws).
1, 2, 4, 5	**II – II – I - 3**	Describe the differences and similarities among living organisms (e.g., plants, animals).
1, 2, 4, 5	**II – II – III - 1**	Describe simple body functions (e.g., breathing, eating).
5	**II – II – III - 2**	Describe the basic food requirements for humans.
Grade 2		
Lesson	**Strand and Benchmark**	**Performance Standard**
1, 2, 3	**I – I – I - 1**	Conduct simple investigations (e.g., measure the sizes of plants of the same kind that are grown in sunlight and in shade).
3	**I – I – I - 2**	Use tools to provide information not directly available through only the senses (e.g., magnifiers, rulers, thermometers).
2, 3, 5	**I – I – I – 3**	Make predictions based on observed patterns as opposed to random guessing.
1, 2, 3	**I – I – I - 4**	Follow simple instructions for a scientific investigation.

1, 2, 3	**I – I – II - 1**	Understand that in doing science it is often helpful to work with a team and share findings.
1, 2, 3, 5	**I – I – II - 2**	Make accurate observations and communicate findings about investigations.
1, 2, 3	**I – I – III - 1**	Record observations on simple charts or diagrams.
3	**I – I – III - 2**	Measure length, weight, and temperature with appropriate tools and express those measurements in accurate mathematical language.
4, 5	**II – II – I - 3**	Know that bacteria and viruses are germs.
4, 5	**II – II – II - 3**	Observe how the environment influences some characteristics of living things (e.g., amount of sunlight required for plant growth).
4, 5	**III – I – I – 2**	Know that science has ways to help living things avoid sickness or recover from sickness (e.g., vaccinations, medicine) and adult supervision is needed to administer them.
3	**III – I – I - 4**	Understand that everybody can do science, invent things, and formulate ideas.
New Mexico Mathematics Content Standards – Grades 1 & 2		
Grade 1		
Lesson	**Benchmark**	**Performance Standard**
2, 5	**1.A.1**	Count with understanding and recognize 'how many' in sets of objects up to 50.
2, 5	**1.B.1**	Use a variety of models to demonstrate an understanding of addition and subtraction of whole numbers.
2	**1.C.1**	Use strategies for whole-number computation, with a focus on addition and subtraction (e.g., counting on or counting back, doubles, sums that make 10, direct modeling with pictures or objects, numerical reasoning based on number combinations and relationships).
2	**1.C.2**	Demonstrate a variety of methods to compute (e.g., objects, mental computation, paper and pencil, and estimation).
2	**1.C.3**	Perform addition and subtraction with whole number combinations.
2, 5	**2.B.2**	Describe situations that involve addition and subtraction of whole numbers including objects, pictures, and symbols (e.g., Robert has four apples, Maria has five more).
2, 5	**2.C.1**	Model situations of addition and subtraction of whole numbers using objects, pictures, and symbols.
2, 3, 5	**2.D.1**	Describe qualitative change (e.g., a student growing taller, trees getting bigger, ice melting).

2, 3	**4.A.1**	Develop an understanding of measurable properties (e.g., length, volume, weight, area, and time) using appropriate concepts and vocabulary.
1, 2, 3, 5	**5.A.1**	Collect, organize, represent, and compare data by category on graphs and charts to answer simple questions: answer questions about 'how' data can be gathered, gather data by interviewing, surveying, and making observations, organize data into appropriate categories by sorting based on shared properties, participate in discussions about selecting an appropriate way to display the data, and represent data using objects, pictures, tables, and simple bar graphs.
1, 2, 3, 5	**5.B.1**	Analyze simple data: interpret what the graph or other representation shows, determine whether or not the data gathered helps answer the specific question that was posed, compare parts of the data (e.g., 'How many students have lost none, one, two, or three teeth?') to make statements about the data as a whole (e.g., 'Most students in the class have lost only two teeth').
1, 2, 3, 5	**5.C.1**	Make conclusions based on data (e.g., whether or not other groups would reach similar conclusions based on the same data).
Grade 2		
Lesson	**Benchmark**	**Performance Standard**
2	**1.A.1**	Identify whether a set of objects has an odd or even number of elements.
2, 5	**1.C.4**	Select and use a variety of appropriate strategies methods to compute (e.g., objects, mental computation, estimation, paper and pencil).
2, 5	**2.B.1**	Use mathematical language to describe a variety of representations and mathematical ideas and situations.
2, 3, 5	**2.D.1**	Describe quantitative change (e.g., a student growing two inches in one year, water heating up to boil).
2, 5	**3.B.1**	Describe direction, location, space, and shape (e.g., left, right, over, under, near, far, between).
2	**4.A.3**	Measure and compare common objects using standard and non-standard units of length.
2, 5	**5.A.1**	Collect numerical data systematically.
1, 2, 3, 5	**5.A.2**	Represent data by using concrete objects, pictures, tables, numbers, tallies, and graphs (e.g., pictographs).
1, 2, 3, 5	**5.A.3**	Pose questions about students' selves and their surroundings and gather data by interviewing, surveying, and making observations to answer the questions posed.
1, 2, 3, 5	**5.B.1**	Describe and interpret data by drawing conclusions and making conjectures based on the data collected.
1, 2, 3, 5	**5.B.2**	Display data in a variety of formats.

1, 2, 3, 5	**5.C.2**	Recognize appropriate conclusions generated from the data collected.
New Mexico Language Arts Content Standards – Grades 1 & 2		
Grade 1		
Lesson	**Benchmark**	**Performance Standard**
1, 4, 6	**I – A – 1**	Listen to and retell short stories.
1, 4, 6	**I – A – 3**	Respond and elaborate in answering Who, What, When, Where, and How questions.
1, 4, 6	**I – A – 4**	Discuss and explain response to How, Why, and What If questions in sharing narrative and expository texts.
1, 4, 6	**I – A – 5**	Self-monitor comprehension by using questions, retelling, and summarizing.
All lessons	**I – A – 6**	Follow simple written and oral instructions.
All lessons	**I – A - 7**	Increase vocabulary through reading, listening, and interacting.
1, 4, 6	**I – B – 1**	Demonstrate familiarity with a variety of resources (e.g., story books, short chapter books, poems, newspapers, compact discs, software, telephone books, everyday print, skits, and short plays).
All lessons	**I – D – 5**	Increase vocabulary through reading, listening, and interacting.
All lessons	**II – A - 2**	Engage in discussions resulting in written products.
1, 2, 4	**II – B – 3**	Relate prior knowledge to textual information.
All lessons	**II – C – 2**	Compose a variety of products (e.g., short stories, letters, simple poems, descriptions, journal entries).
All lessons	**II – C – 5**	Begin to utilize conventional spelling.
1, 4, 6	**III – B – 2**	Demonstrate understanding (e.g., act out, draw, write, talk) of sequence and characterization in a story.
Grade 2		
Lesson	**Benchmark**	**Performance Standard**
1, 4, 6	**I – A – 1**	Independently recall facts and details in text.
All lessons	**I – A – 2**	Increase vocabulary through reading, listening, and interacting.
1, 2, 4, 6	**I – B – 1**	Identify and use appropriate sources of information to accomplish a specific learning task.
1, 4, 6	**I – B – 2**	Use print and electronic resources to access information (e.g., images, sound, text, video).
All lessons	**I – B – 3**	Select an appropriate format to locate, gather, access, record, organize, and present information.

1, 4, 6	**I – C – 1**	Pose possible How, Why, and What If questions to understand and/or interpret texts.
1, 2, 3, 6	**I – C – 4**	Interpret information from diagrams, charts, and graphs.
4, 6	**I – D – 5**	Read aloud with fluency and comprehension grade-level text.
All lessons	**I – D – 6**	Increase vocabulary through reading, listening, and interacting.
All lessons	**II – A - 2**	Explain and describe new concepts and information in own words.
All lessons	**II – A – 3**	Use oral communication to identify, organize, and analyze information.
All lessons	**II – A – 4**	Respond appropriately when participating in discussions by adapting language and non-verbal behaviors to the situation.
All lessons	**II – A – 5**	Identify and select an appropriate method to communicate, relevant to the audience and purpose.
All lessons	**II – C - 1**	Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories/experiences).
All lessons	**II – C - 5**	Produce a variety of types of composition (e.g., stories, reports, correspondence) using media and technology to enhance the presentation/narrative for an audience for a specific purpose.
New Mexico Health Content Standards – Grades1 & 2		
Lesson	**Benchmark**	**Performance Standard**
3, 4, 5, 6	**1.A**	Identify how personal choices relate to health and how the consequences of those choices affect self and others (i.e. smoking, lack of physical activity, nutrition, personal hygiene, personal safety, etc.).
3, 4, 5, 6	**1.C**	Recognize what is meant by good personal hygiene (i.e. describe the importance of hand washing in disease prevention, etc.).
3, 4, 5, 6	**1.G**	Recall positive health choices and activities that promote health and help prevent diseases.
1, 2, 4, 5, 6	**1.J**	Understand correct terminology for the human body.
4, 5, 6	**2.B**	Identify health-promoting products and services (i.e. food choices, community services, physical activity, etc.).
5	**2.C**	Identify where to seek valid health information (i.e. doctor, dentist, nurse, counselor, appropriate adult, etc.).
5	**2.E**	Identify safe adults (i.e. parents, teachers, doctor, dentist, nurse, counselor, appropriate adult, etc.).

3, 4, 5, 6	**3.A**	Recognize responsible health behaviors in self and others (i.e. personal hygiene, not drinking and driving, daily physical activity, eating fruits and vegetables, etc.).
3, 4, 5	**3.D**	Demonstrate the importance of hygiene (i.e. washing hands to avoid colds, etc.).
3, 4, 5, 6	**5.D**	List ways a person can show responsibility for their own health behaviors.
3, 4, 5, 6	**6.A**	Identify actions to make healthy decisions in the areas related to sexuality (i.e. good touch/bad touch, etc.); nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional well-being.
3, 4, 5, 6	**7.A**	Recognize methods to convey accurate health information and ideas.
5	**7.C**	List places and people in the school and community you can go to for health information (i.e. school nurse, doctor's office, etc.).